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ABSTRACT

Designed for grades 3-5, "People and Places, U.S.A." represents one part of an instructional program called "Probing Our Wonderful Environmental Resources" (P.O.W.E.R.). These supplementary reading materials were developed by a special project, the Production of Women's Educational Resources, to provide affective learning experiences which help develop a positive self image and to promote career goals based upon personal interests and abilities, not on sex or ethnicity. This document is intended as a teacher's guide to a student text comprised of 30 short narratives. The introduction describes the program and how to use the guide. Section I outlines the project's objectives and development, summarizes the student text, lists the role model attributes of the characters in the narratives along with career role models, and suggests a variety of non-sexist media activities to accompany the readings. Section II identifies language arts, mathematics, science, and social studies activities appropriate for different narratives within the different grade levels as well as other optional follow-up activities. Section III discusses the use of media and suggests ways in which it can be used with different narratives to teach different subject skills. (DC)

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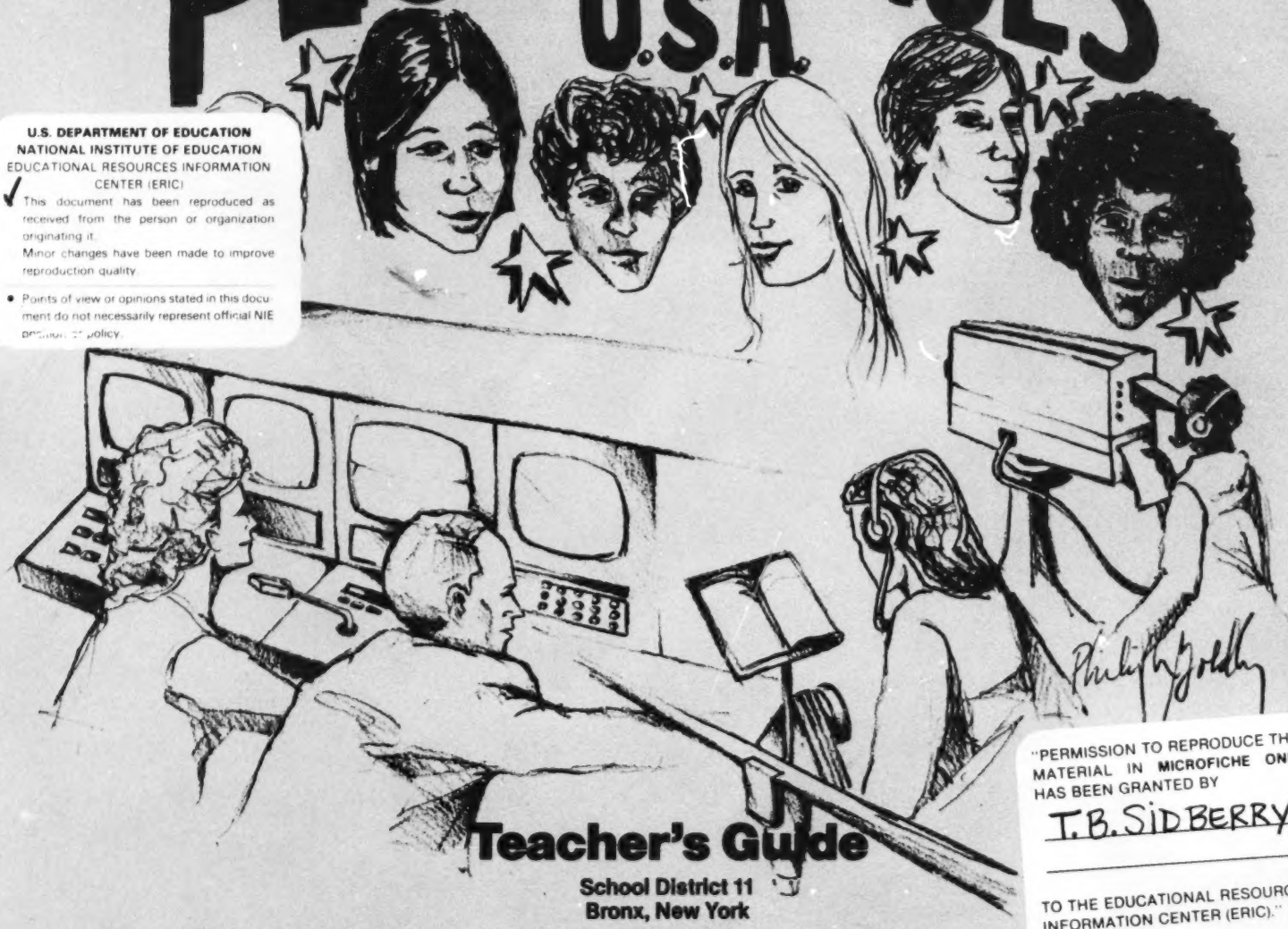
P.O.W.E.R.
PROBING OUR WONDERFUL ENVIRONMENTAL RESOURCES

PEOPLE & PLACES U.S.A.



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Teacher's Guide

School District 11
Bronx, New York

Women's Educational Equity Act Program
U.S. Department of Education

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PEOPLE & PLACES U.S.A.

TEACHER'S GUIDE

Production of Women's Educational Resources Project

School District 11
Bronx, New York

Women's Educational Equity Act Program
U.S. Department of Education
Terrel Bell, Secretary

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F O R E W O R D

The Production of Women's Educational Resources (P.O.W.E.R.) is a new and exciting project that was designed to develop curriculum material of a non-sexist nature. In District 11, we take pride that this program happens to be one of four of its kind in the entire country.

This project also represents the dedicated work of our writing team in the areas of language arts, mathematics, science, social studies and work-study skills.

The guide has been produced so that classroom teachers may be in a better position to utilize the benefits of an innovative learning experience for all students.

We hope you enjoy using People and Places, U.S.A. as much as we took pleasure in its production.

Nicholas Cicchetti
NICHOLAS CICCHETTI
District Superintendent

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Deputy Superintendent

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Episode 2 ..... Rosemarie Armetta
Episodes 4, 9, & 10..... Jean Singleton Hill
Episodes 5 & 8..... Claire McIntee
Episodes 6 & 7..... Samuel Belf
Episode 8..... Clarice Pollock

LEVEL 2

Episodes 1, 2, 7, 9, & 10.... Jean Singleton Hill
Episodes 3, 4, 5, 6, & 8.... Samuel Belf

LEVEL 3

Introduction..... Josephine Messina
Episodes 1, 2, 3, 4, 5,
6, 7, 8, & 9..... Josephine Messina
Episodes 2, 4, 5, & 8.....
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Tour concept designed by project staff.
Industrial design and all illustrations for Probe I and II and logo of Probe II - Philip Goldberg.
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Package design, guide and episode format and offset printing - Louis Lombardi.

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TO THE TEACHER

We are presenting this material to you as a prototype program. It is an instructional program, developed for grades 3-5, called Probing Our Wonderful Environmental Resources (P.O.W.E.R.). The overall title for this kit, based on the episodes and storyline, is People and Places, U.S.A.

STORY INFORMATION

Title: People and Places, U.S.A.

Cast of Characters: Les and Bobby from New York City, New York
Jackie and Ronnie from Chicago, Illinois
Nicky and Chris from Sacramento, California
(The youngsters have just completed the seventh grade.)

Note: Unisex names were given to the characters: Nicky, Chris, Bobby, Les, Ronnie and Jackie. In this way, the learner can relate to the human attributes of the characters as opposed to a character's sex role.
This is significant! In the preliminary field-testing program, interviews with teachers revealed that stereotyped attitudes about sex-role and career-role models on the part of children and teachers were actually altered as a result of working with the materials.

Time: Level 1, Summer: Pen pals tour California as guests of Ms. Fernandez, Nicky's mother (trip paid for by parents and guardians of youngsters).

Level 2, Summer: The youngsters tour the East Coast of the United States, specifically, colonial and revolutionary America, in Probe I (trip sponsored).

Level 3, Summer: The youngsters get more scientific and explore a north central state, several mountain states, and parts of the Pacific Northwest in Probe II (trip sponsored).

How the trip was sponsored and Probe I created:

Bobby prevents a forest fire (Level I, Episode 3).
Article appears in local paper.

Producer of "People and Places, U.S.A.," a cable television program, reads the article.
Youngsters are invited to appear on the program. When asked about their wishes, they say that they would like to see more of the United States.
Ronnie mentions the desire for a special van.
A president of a custom van company sees the program.
Cable television company and custom van company together sponsor the group.
Custom van company builds Probe I and redesigns Probe II.
Cable company features the youngsters on the syndicated program, "People and Places, U.S.A.," at the end of the subsequent summer.

ABOUT THE GUIDE

This guide has been designed to be used as a reference and skills index for teachers working with the three levels of People and Places, U.S.A.:

- Level 1, episodes 1-10, 10 illustrations
- Level 2, episodes 1-10, 10 illustrations
- Level 3, episodes 1-10, 11 illustrations

This guide is divided into three sections:

- Section I - P.O.W.E.R. Project
  Provides an understanding of the project and its objectives
- Section II - Curriculum Integration
  Provides suggested possible content material for extended activities
- Section III - Media Production
  Guides the teacher in creatively adapting the program to a wide range of media activities for the classroom

USING THIS GUIDE

The teacher will find that this guide provides an index of skills developed for some episodes, as well as suggestions for follow-up activities. Since you, as classroom teachers, know your students best, you can use the skills index to develop additional lesson plans for their specific educational needs. The suggested activities can be used as springboards from which to develop mini-units and stimulating projects.

This product is most effective when used in its entirety. If you have limited time, however, you may wish to use only some of the stories. In that case, it would be helpful to your students if you introduced the cast of characters who do the traveling before your students read the selected stories.

Note: The illustrations that accompany the episodes are composites, bringing together different elements from the stories. You should not be surprised if your younger students are confused by some illustrations. It may be helpful to discuss the illustrations as examples of composite as a technique.

GETTING STARTED

As you work with the supplementary resource materials, you may find helpful some methods that were developed by teachers involved in the preliminary testing phase. These teachers, working with partially completed rough drafts, found that they obtained the greatest value from the materials by using them as supplementary reading and listening activities. The storylines were read to their classes on Friday afternoons, and class discussions were then encouraged. Those curriculum aspects which the individual teachers felt to be the most appropriate to the needs of the class were then included in the following week's plan book. The illustrations were not initially shown to the class; this gave the children an opportunity to visualize for themselves the story characters and to formulate questions about the characters and their activities.

As a further resource in adapting this program to your individual needs, we refer you to the Association for Educational Communications and Technology (AECT). AECT will send you a catalog of publications and materials on aspects of creative activities and media production. If you wish to be put on the mailing list, write to the AECT, 1126 Sixteenth Street, N.W., Washington, D.C. 20036.

Take your time. Familiarize yourself with this teacher's guide and plan your lessons accordingly. Remember, the program has been designed so that any level or episode can be used independently and taken out of sequence. Each episode can serve as a theme from which a unit of instruction can evolve.

We hope you will share with us some of the comments of your children, as well as your own reactions, as you work with the materials and become more familiar with them.

Please address all correspondence to: P.O.W.E.R. Project
School District 11
1250 Arnow Avenue
Bronx, N.Y. 10469

Attention: Miriam R. Weiss
Project Director

SECTION I

THE P.O.W.E.R. PROJECT

INTRODUCTION 1
PROJECT OBJECTIVES 2
PROJECT DEVELOPMENT 3
OVERVIEW FOR ACTIVITIES
RELATED TO AFFECTIVE
BEHAVIORIAL CHANGES 4-5

I N T R O D U C T I O N

The Production of Women's Educational Resources (P.O.W.E.R.) project was funded under the Women's Educational Equity Act Program. The primary objective of the project was to develop curriculum materials in response to the need that all children be actively involved in greater affective learning experiences. These learning experiences have been designed to contribute to the development of a positive self-image and to provide for career aspirations based on interest and competence, not on sex or ethnicity.

PROJECT OBJECTIVES

The curriculum material developed through this project will enable the learner to demonstrate:

- An awareness that aggressive and passive behavior can each be positive attributes and characteristics of all human beings, regardless of sex or ethnicity.
- An awareness that interest and aptitude alone should determine one's choice of a career.
- A positive change in attitude and self-image, as they relate to the reduction of sex-stereotyped behaviors on the part of peers and oneself.
- A positive attitude toward learning, so as to develop the skills and competence needed for a career yet to be created.

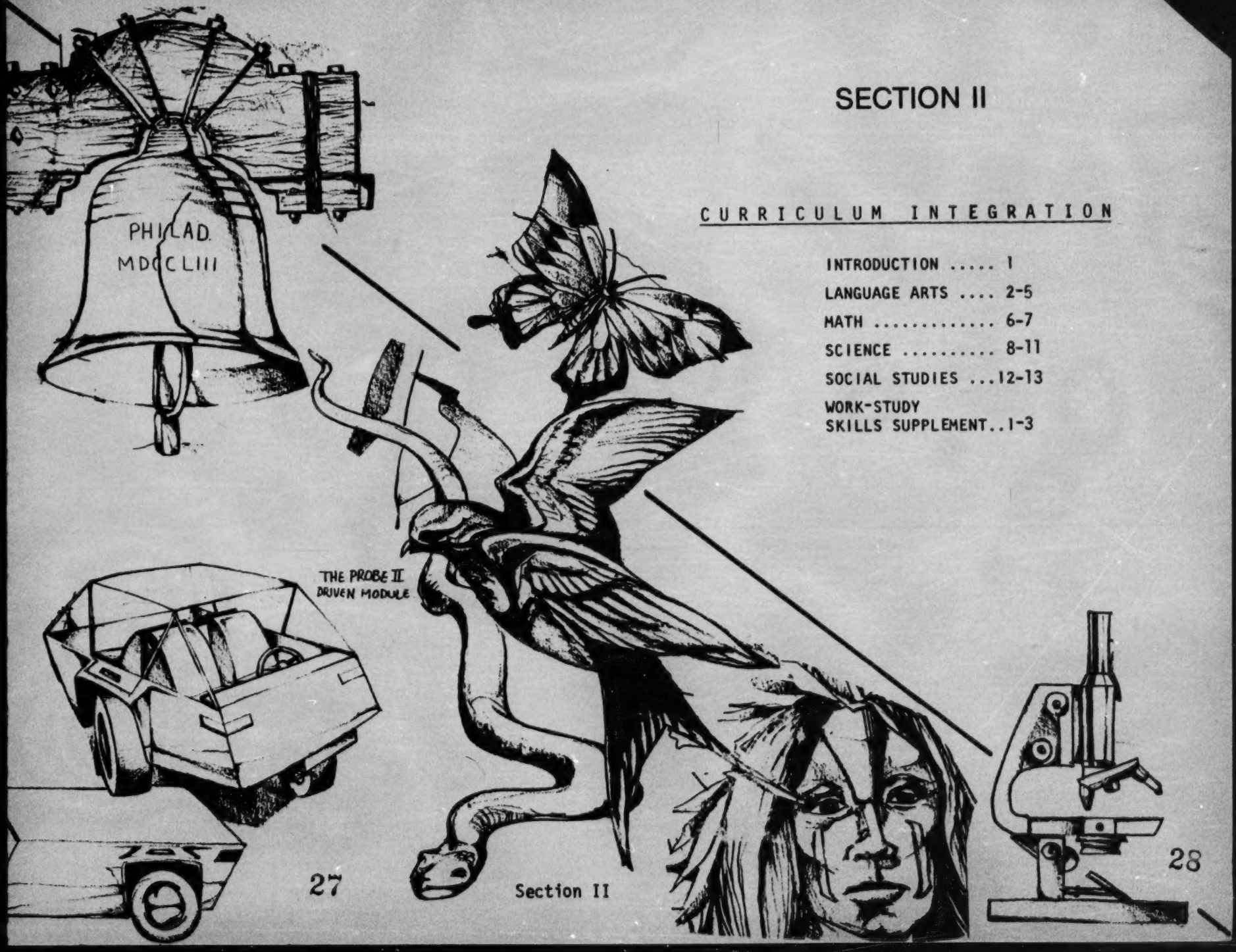
PROJECT DEVELOPMENT

BACKGROUND CONCEPT	PRODUCT DESIGN	STORY FORMAT	VISUAL FORMAT	PROJECTED IMPLEMENTATION
·Curriculum material that was to be developed that would allow learner to: - Apply basic learning skills - Enjoy expressing themselves in a wide variety of creative activities - Develop an appreciation of the "Wonderful Environmental Resources" in our country - Relate to role and career models depicting attributes of positive human behavior, regardless of sex or ethnicity	·A kit that contains stories, illustrations, a teacher's guide and a student media production log ·All pages punched for placement in a loose-leaf binder (if preferred)	·Narrative in a form having ten short episodes per level--three levels, appropriate for grades 3 to 5, respectively ·Storyline appropriate for use as a scenario for a wide range of media production activities ·Episodes that can be ungraded and used independently	·Composite illustrations, showing highlights of episodes and depicting role and career models relating equally in active and passive activities, regardless of sex or ethnic background ·Visuals that can be adapted for a wide range of production activities ·Illustrations that can be prepared as transparent visuals for an overhead projector ·Illustrations that can be prepared in multiple copies by spirit duplication, mimeograph, photocopy or photo offset	·Designed to provide flexible, varied application: - In content areas - In bilingual programs - In special education programs - In remedial programs - In creative arts - In supplemental reading programs - Can be used to: Motivate Enrich Reinforce Evaluate - Can be used with: Whole class Small groups Individual students

OVERVIEW FOR ACTIVITIES RELATED TO AFFECTIVE BEHAVIORAL CHANGES

LEVEL SYNOPSIS	SETTING
LEVEL 1	
Six pen pals from New York, Chicago and California tour California during their summer vacation.	1. Sacramento; ranch in Salinas 2. Vicinity of ranch 3. Yosemite National Park 4. Death Valley 5. Mojave Desert 6. Palomar Mountain Observatory 7. Santa Barbara 8. Rodeo in Salinas 9. Back at the ranch 10. Fiesta at the ranch
LEVEL 2	
The following summer, the youngsters are traveling in a special van, Probe I, that has a mini-lab and detachable section. They explore the eastern coast of the United States, specifically, colonial and revolutionary America.	1. Kennedy Airport, New York City, New York 2. Lower Manhattan, New York 3. Saratoga National Historical Park, New York 4. Lake George, New York 5. Fort Ticonderoga, New York 6. Indian Reservation, western New York 7. Boston, Massachusetts 8. Valley Forge and Philadelphia, Pennsylvania 9. Williamsburg, Virginia 10. Washington, D.C.
LEVEL 3	
Riding in a van, Probe II, an updated model of last year's vehicle, the youngsters spend their third summer together visiting a north central state, several mountain states, and parts of the Pacific Northwest.	1. Denver, Colorado, airport, restaurant and motel 2. Downtown Denver, U.S. Air Force Academy and Pike's Peak 3. Boulder, Colorado 4. Rocky Mountain National Park, Estes Park, Colorado 5. Black Hills of South Dakota 6. Mount Rushmore and Bedrock City, South Dakota 7. Cheyenne and Grand Teton National Park, Wyoming 8. Glacier National Park, Montana 9. Mount Rainier and Olympic National Park, Washington 10. "People and Places, U.S.A.," television show, Chicago, Ill.

ROLE MODEL ATTRIBUTES OF THE CHARACTERS	CAREER ROLE MODELS--SPECIFIC AND IMPLIED	NON-SEXIST, WIDE-RANGING MEDIA ACTIVITIES FOR THE CLASSROOM
LEVEL 1 EPISODES		**FOR ALL LEVELS**
1. Curiosity, joy, humor - all	Air Traffic Controller, Rancher	Using role model attributes of characters:
2. Imagination - Chris, Nicky	Miner, Railroad Worker	- Prepare scripts of episodes for plays, slide shows, etc.
3. Fear, decisiveness - Bobby	Park Ranger, Fire Fighter	
4. Resourcefulness - Ronnie	Mechanic, Trucker	- Create original dialogue, using other positive human attributes.
5. Compassion - Les	Pilot, Herpetologist	
6. Curiosity - all	Meteorologist, Astronomer	- Create puppets and have puppet shows using appropriate dialogue.
7. Concern - all	Environmentalist, Engineer	
8. Enthusiasm - all	Rodeo Performer, Horse Trainer	- Duplicate the illustrations provided: cut and paste them to create an original story in book form; use them as overhead visuals; or create dialogue balloons for cutting and pasting.
9. Humor - Nicky	Magician, Artist, Photographer	
10. Camaraderie - all	Chef, Musician, Costume Designer	
LEVEL 2 EPISODES		Using career role models, specific and implied:
1. Friendship, enthusiasm - all	Linguist, Photographer, Architect	- Do the same as above and create photo books of real people, with audio interviews.
2. Courage, assertiveness - Nicky	Stockbroker, Surveyor, Gerontologist	
3. Cooperation - all	Tour Guide, Ecologist	
4. Pride - Nicky, Jackie, Bobby	Conservationist, Biologist	- Create a slide series of people in non-traditional jobs in your community.
5. Compatability - all	Shipbuilder, Navigator	
6. Understanding - all	Chronicler, Census Taker	- Develop skits depicting the relationship between the career and character of role models.
7. Perseverance - all	Historian	
8. Empathy - Jackie	Cartographer	
9. Admiration - Bobby	Artisan, Architect, Archeologist	
10. Pride - Les, Maturity - all	Government Worker, Landscaper	
LEVEL 3 EPISODES		
1. Determination - Ronnie	Scientist, Hotel Manager	
2. Happiness - all, gratitude - Jackie	Astronaut, Transportation Worker	
3. Familial love - Les	Geologist, College Professor	
4. Independence - all	Trail Guide, Geologist	
5. Responsibility - Jackie	Historian, Public Relations Person	
6. Persuasiveness - Ronnie	Sculptor, Lapidarist	
7. Sensitivity - Ronnie	Ornithologist, Horse Breeder	
8. Enthusiasm - Jackie	Environmentalist, Zoologist	
9. Friendliness - Ronnie, Jackie	Meteorologist, Geothermologist	
10. Common sense - Ronnie	Television Moderator, Technologist	



SECTION II

CURRICULUM INTEGRATION

INTRODUCTION 1
LANGUAGE ARTS 2-5
MATH 6-7
SCIENCE 8-11
SOCIAL STUDIES ...12-13
WORK-STUDY
SKILLS SUPPLEMENT..1-3

INTRODUCTION

This section will enable you to initiate extended content-oriented activities and will ultimately allow you to integrate the program into your total instructional plan, especially in the areas of:

LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

To guide you in planning your lessons, some ideas are provided under the following headings:

LEVEL FOCUS

EPISODE NUMBER

QUESTIONS/KEY VOCABULARY

OPTIONAL FOLLOW-UP ACTIVITIES

It is hoped that this initial exposure will open the door to many exciting classroom adventures.

LANGUAGE ARTS	LEVEL FOCUS	EPISODE NUMBER	QUESTIONS/KEY VOCABULARY
LEVEL 1	Vocabulary development: Understanding word meanings in categories	1, 2, 4, 6, 10	Which words tell about actions, function, direction, careers, curriculum, color, feelings?
	Comprehension: Seeing relationships and predicting outcomes	2, 3, 4, 8	Which key words, phrases, and descriptive passages help to decide what the actions of the story characters will be?
	Oral and silent reading: Reading with expression and understanding	2, 4, 5, 7, 8, 10	How can the stories be read to create the intended mood (e.g., excitement, suspense, humor)?
LEVEL 2	Vocabulary development: Words related to the content fields; obtaining meaning from context	1-10	Which words are related to a curriculum area? What do they mean? Sample list: Social Studies: Artifacts, mercenaries, restoration. Science: Plankton, specimen, archeological, microscope. Mathematics: Century, angle, transit. Media: panned, faded, contact sheets.
	Comprehension: Interpreting story ideas and identifying character traits	1-10	What are the authors trying to tell you about the characters and their experiences? How do they do this?
	Formal outlining: Identifying main ideas with I, II, III and subordinate ideas with A, B, C	1-10	What are the listed sites and sightseeing activities of the group? How can an outline make it easier to follow them?
LEVEL 3	Vocabulary development: Understanding of figurative language and colorful expressions	1, 4, 6, 7, 8, 9	How does figurative language enrich written expression (sample list: "beamed with pride," "sparked her desire," "something up their sleeves," "we started to fade")?

Develop a "word bank" kit. Have children discuss, define, and categorize, then list and label, words from episodes according to suggested language or content areas. Discuss how the words are used in the context of the episode. Consider other categories that fit. Have children select cards for writing commercials or poetry.

Determine the character traits of the P.O.W.E.R. characters; discuss how the storyline is affected by these traits. Choose familiar stories (fairy tales, etc.); include a P.O.W.E.R. character and decide how the story would change as a result.

Organize a storytelling team. Have children tape and review oral readings of episodes. Focus on phrases, words, and intonations that must be highlighted to create the appropriate mood.

Prepare a series of dramatizations entitled "You Are There" (television or radio format). Have children collect and collate content-area vocabulary for a glossary to be used in writing the dialogue and scenarios.

Have children choose specific P.O.W.E.R. characters to include in their scripts. Determine the salient personality characteristics, and have the dialogue reflect each character's viewpoint. Reenact the events selected. Interview the characters on location; use an alternative "panel" format to relate happenings.

Devise an outline of the itinerary the series will include. Design an outline of "operational procedures" for the technical media crew to follow in a mock television or radio show.

Discuss colloquial language used by the students. Compare that with a literal visualization of these words and phrases. Draw cartoons to illustrate the meaning of the words and phrases. Rewrite an episode, using the literal translation. Consider differences in literary appeal. Write television commercials, using figurative language to emphasize a point.

LANGUAGE ARTS	LEVEL FOCUS	EPISODE NUMBER	QUESTIONS/KEY VOCABULARY
LEVEL 3 (continued)	Comprehension: Organizing material (sequencing and summarizing)	1-10	How can the focus on who, what, where, when and how help to decide the main theme and order of events in each episode?
	Comprehension: Locating occupational information	1, 2, 3, 4, 9	What information can be obtained in the episodes on these occupations: Industrial Designer, Groom, Trail Guide, Flight Attendant, Park Ranger, Chaperone?

OPTIONAL FOLLOW-UP ACTIVITIES | TEACHER NOTES

Tape story narratives. Have children jot down key words and phrases that are significant to the story. Repeat and share these words and phrases with the group. Develop a composite list of important events; sequence and summarize an episode; then illustrate and use the list in making a filmstrip.

Have children write letters of application for jobs listing their qualifications (determined through episodes and research). Have group write "Help Wanted" ads for these positions.

MATH	LEVEL FOCUS	EPISODE NUMBER	QUESTIONS/KEY VOCABULARY
LEVEL 1	Measurement: Time: clock	1	Hour, half-hour, minute marks, after the hour, before the hour, A.M., P.M.
	Measurement: Linear: metric	1	Nonstandard, standard, estimate, centimeter, length, width
	Measurement: Money (problem solving)	8	Penny, nickel, dime, quarter, half-dollar, change, difference
LEVEL 2	Geometry: Geometric figures	1, 10	Simple closed curve, polygon, quadrilateral, rectangle, right angle (square corner)
	Numeration: Roman numerals	2, 3, 5, 7 8, 9	Roman system of numeration: I, V, X, L, C, D, M
	Operations: Subtraction of whole numbers	2, 3, 5, 7, 8, 9	Difference
LEVEL 3	Measurement: Linear: metric	1, 3, 4, 5, 6, 7, 9	Centimeter, meter, kilometer
	Measurement: Weight: metric	1	Gram, kilogram
	Measurement: Temperature: metric	2, 4	Temperature, degrees Celsius (C), difference

OPTIONAL FOLLOW-UP ACTIVITIES

TEACHER NOTES

Prepare sets of clock faces or have children draw their own clock faces. Have children record pictorially, in the proper sequence, the times mentioned in the episodes. Have children keep a record of how they spend their days and have them indicate A.M. or P.M. for each time shown on their charts.

Experiment with a nonstandard unit, such as finger width or fingernails, to guess the length of different objects in centimeters. Children can construct their own centimeter rulers, using white centimeter graph paper.

Have children identify and chart the coins that are equivalent in value to one dollar. Encourage children to make up their own word problems, derived from situations in the episodes

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Reinforce recognition of geometric figures by having children use geoboards or geostrips to show different-sized rectangles. Have children make a list of objects rectangular in shape.

Suggest to children that they be on the lookout for Roman numerals used in book chapters, clock faces and formal inscriptions. Have children rename the Hindu-Arabic numerals to Roman numerals.

Have children compute the number of years between the various events mentioned in the episodes.

Provide road maps and have children read distances on the maps by using this scale: 1 cm = 20 km. Have children record road signs, speed limits and distances in kilometers.

Have students weigh themselves and ask them to construct a chart that shows their weights. Ask children to place on a scale objects that amount to 10 kg.

Ask children to keep a daily record of outdoor temperatures. Have children plot on a graph a week's record of Celsius temperatures. Compare the average temperatures for July in the major cities of the United States.

SCIENCE	LEVEL FOCUS	EPISODE NUMBER	QUESTIONS/KEY VOCABULARY
LEVEL 1	The earth in space	6	How does the moon's appearance change? When can we see the moon in the sky? How many days does it take for the moon to change from one full moon to the next?
	Using the earth's resources	1, 3, 6, 7	Where is rock used around the school? How can we make our own rocks? How can we tell one natural rock from another?
	The needs of living things	1, 3, 4, 5, 7	What is a living thing? What do animals and green plants need in order to live and grow? How are animals and green plants different? How are they similar?
LEVEL 2	Weather variations from season to season	1, 7, 8	How does weather affect our work and play? What is wind? Does the wind always blow in the same direction near the ground as it does up where the clouds are? How can you tell?
	Drinking water	4, 7	What is the importance of pure drinking water? Where do we get our water? How does water get into our reservoirs? In a large city, how is water treated so that it is safe to drink? What is the water cycle?

OPTIONAL FOLLOW-UP ACTIVITIES

TEACHER NOTES

- Prepare a blank calendar for a month. Ask children to look at the moon every night and to draw on the calendar the shape they see. Have them repeat the process for another month.
- Suspend a ball in a darkened room. Can it be seen very well? Shine a flashlight on it. Compare this with the reflection of sunlight on the moon.

- Take the class on a rock hunt in and around the school. Note the various types of natural and people-made rocks.
- Make a classroom rock collection.
- Experiment with concrete, brick and plaster in class. Have the class read about glass, tile and terazzo to learn how they are made.

- Have children grow plants, such as lima beans or marigolds. Keep records of the growth. Encourage experimentation with one condition such as light or water at a time.
- Provide space in the classroom for animals--for example, a snake, a hamster, a gerbil and/or guppies. Have children report how the animals eat, move, rest, breathe and protect themselves.

- Arrange a bulletin board to show the results of hurricanes and tornadoes.
- Fill a plastic bag with air. Rest a book on it. Relate this to the air in automobile tires.
- Use a convection box to dramatically show the cause of wind.

- Explain that a watershed is an area in which water runs off into a collecting area. Demonstrate with a watering can how water (rain) runs downhill.
- Set up experiments to show some of the steps involved in the purification of water before it is suitable for drinking.
- Use a terrarium in the classroom to demonstrate condensation and evaporation of water. Boil salty water in a teapot, hold a cool mirror in the steam and taste the fresh water that collects.

SCIENCE	LEVEL FOCUS	EPISODE NUMBER	QUESTIONS/KEY VOCABULARY
LEVEL 2 (continued)	Sounds travel in all directions	6, 8	What causes sound? What kinds of musical instruments can we make? Can sound travel through various materials? Why do we see lightning before we hear thunder?
LEVEL 3	Airplanes in the air	1, 10	What are the main parts of an airplane? What keeps an airplane in the air? How does the propeller make the airplane move forward? How does a helicopter work? What gives it lift?
	Magnetism and electricity	9	What is a circuit? How can we use electricity to make a magnet? Can an electromagnet attract iron objects? Where are electromagnets used? How can we make a simple telegraph?
	Prehistoric plants and animals	4, 5, 6, 8 9, 10	How old is the earth? Has the earth's surface always looked the way it does today? In what order did living things appear on the earth? When did humans appear? How do we know? How are ancient cities found?

OPTIONAL FOLLOW-UP ACTIVITIES

TEACHER NOTES

- Experiment with many materials to establish that the fast, back-and-forth motion of vibration causes sound. Have children construct a flowerpot or water xylophone.
- Alert children to listen carefully during the next thunderstorm so they can record the difference in time between the lightning flash and the sound of thunder.

- Ask children to bring in pictures and model airplanes. Discuss the various parts of the airplane.
- Experiment by blowing over and under a piece of paper. Conduct many experiments to show that air moving over a surface reduces the pressure on the side where air is in motion. Do a dramatic demonstration with a vacuum cleaner, by attaching the hose to the exhaust and floating a Ping Pong ball in the fast-moving air.

- Have the children experiment with various magnets.
- Make a magnet by rubbing an iron nail against a magnet.
- Have children experiment with electromagnets. They should conclude that an electromagnet acts just as a magnet does when electricity is flowing through the circuit.

- Display pictures of fossil animals and plants. Discuss their extinction and how we know that they lived on earth many millions of years ago. Have children bring in fossils that they may have at home. Discuss the varied ways a fossil can form. Have children make plaster casts of fossils.
- Draw a circle and divide it to show the various eras of the earth. Show the relatively small slice that would indicate the late appearance of humans on earth.

SOCIAL STUDIES	LEVEL FOCUS	EPISODE NUMBER	QUESTIONS/KEY VOCABULARY
LEVEL 1	There are many different kinds of land forms in the United States	3, 4, 5	What are the important characteristics of mountains, valleys and deserts?
	Understanding directions is necessary to become oriented to a place	1, 3, 4, 5	How do the cardinal directions aid us in travelling from place to place, as the children did in the episodes?
	People have a variety of careers from which to choose	1, 3, 4, 5, 6, 7, 8	Is there a relationship between the careers people choose and the environment in which they live?
LEVEL 2	History is a continuous process, leading to the present	2, 3, 5, 6, 7, 8, 9, 10	What customs, traditions, values and beliefs from colonial and revolutionary days have been passed from generation to generation?
	The present influences our understanding of the past	2, 3, 7, 8, 9, 10	What artifacts, remains, written records and oral traditions have been selected, interpreted and classified by historians?
	Historical events have multiple cause and effects	5, 6, 7, 8, 9, 10	What have been the causes and consequences of some historical events?
LEVEL 3	Earth changes people and people change the earth	2, 3, 4, 5, 6, 7, 8, 9	How have men and women contributed to the development and completion of our earth's resources?
	Mapping and map analysis are basic tools of geography	1-10	How are maps important in giving specific details of an area?
	Geographic factors have a significant role in the life of a nation	1, 2, 3, 4, 6, 7, 8, 9	How has the Pacific Northwest contributed to the general development of the United States?

OPTIONAL FOLLOW-UP ACTIVITIES

TEACHER NOTES

Children can make topographical maps of a fictional area, including mountains, valleys and deserts.

Have each child trace, on an outline map, the route followed in the stories. Children can also map their own route to and from school.

A chart of various careers and the skills needed for them can be made. Books, films and filmstrips can be collected relating to the careers mentioned in the episodes.

Choose general categories, such as furniture, architecture, clothing and language. Children can show relationships, through drawings and written reports, between our present-day life style and that of colonial and revolutionary days.

Biographies of persons living during pre-revolutionary and revolutionary times can be read. Important documents such as the Constitution, the Declaration of Independence and the Preamble can be studied.

Make time lines of key events in American history occurring in colonial and revolutionary times.

Trace the history of Indians in your area. Contact the local Indian Council for information.

Provide a map for each episode. Have children find the spots visited. When possible, provide local maps (e.g., Boston and New York City maps can be obtained from AAA).

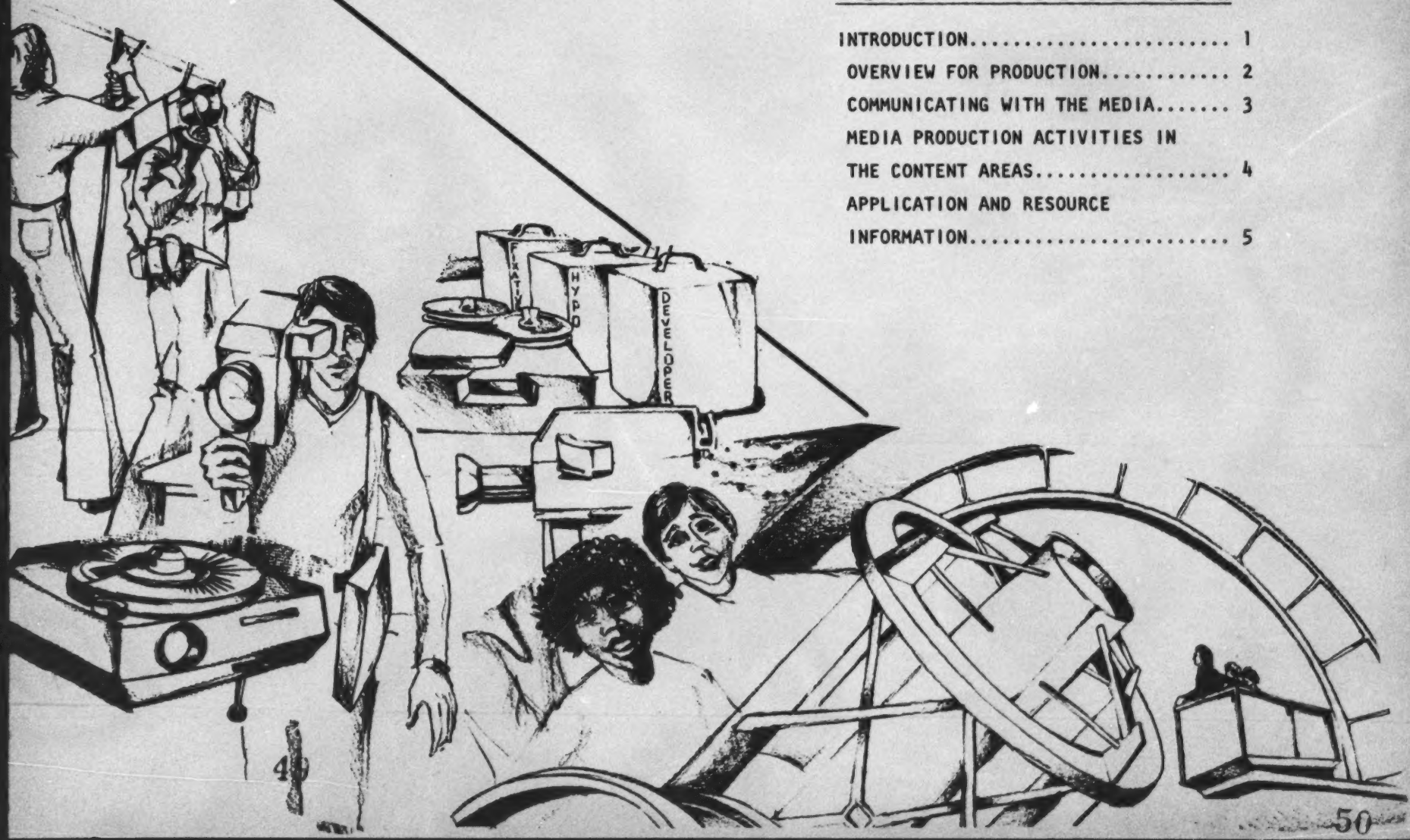
Explore the resources of the Pacific Northwest, emphasizing conservation efforts and the dangers of development (e.g., pollution of air, water and land, and animal extinction).

Use areas mentioned in the stories for making the following types of maps: product, population, relief, rainfall, road.

Collect newspaper and magazine articles related to positive aspects of the places mentioned in the stories. Graphs can be made of production and recreational facilities.

Provide a map for each episode. Have children find the spots visited. When possible, provide local maps (e.g., Boston and New York City maps can be obtained from AAA).

SECTION III



MEDIA PRODUCTION

INTRODUCTION..... 1
OVERVIEW FOR PRODUCTION..... 2
COMMUNICATING WITH THE MEDIA..... 3
MEDIA PRODUCTION ACTIVITIES IN THE CONTENT AREAS..... 4
APPLICATION AND RESOURCE INFORMATION..... 5

INTRODUCTION

This project has been designed to allow the classroom teacher flexibility. Any part of the material can be adapted for the learner to provide simple and meaningful production activities.

Basic information needed to get started and some helpful resources have been included.

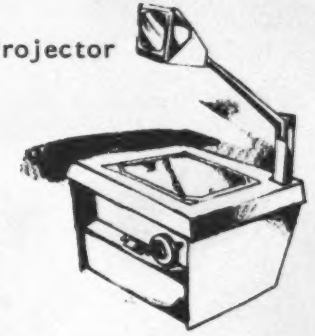
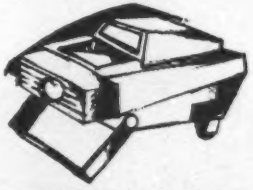
It is intended that media production be thought of as a process having very specific steps, so that the final project is reflective of the process. Children need to develop competence in various stages of the production process. The media production log will be helpful in achieving this objective.

The following people can be helpful in assisting you as you progress:

Art Teacher
Drama Teacher
Music Teacher
Shop Teacher
Library Resource Specialist
Media Specialist
Members of the Community
Family and Friends

Good Luck!!!
The P.O.W.G.R. Staff

OVERVIEW FOR PRODUCTION

MEDIA FORMAT	EQUIPMENT NEEDED FOR PRODUCTION	EQUIPMENT NEEDED FOR PRESENTATION
PHOTOGRAPHIC: .Color Slides .Color Prints .Black and White Prints	.Camera .Use slide film for slides .Print film for color or black and white prints .Copy camera kit for close-up work	Slide Projector
OVERHEAD VISUAL: .Using illustrations provided in project kit .Any print copy	Thermal Copier or other type of copier capable of producing an overhead transparency visual 	Overhead Projector 
FILMSTRIP: .Using black and white graphic material	None. Use special filmstrip frame paper and pre-paid mailer. Your project will be photographed, processed and returned to you.	Filmstrip Projector 

COMMUNICATING WITH THE MEDIA

The following will guide you in selecting the most appropriate media to achieve your specific instructional objectives.

PHOTOGRAPHIC FORMATS

.To show real people and places
.To change attitudes
.To show people in non-traditional jobs
.For individual student productions of people and places depicting human behaviors

OVERHEAD VISUAL FORMAT

.To show illustrations of both animate and inanimate objects
.To relate people, locations and content material
.To recall and visualize the storyline as portrayed in the episodes

FILMSTRIP FORMAT

.To show specific parts of inanimate objects where vocabulary or an understanding of process is important e.g., children can make a filmstrip of Probe II and its parts Level 3, Episode 1

PREPARATION FOR PRODUCTION

TEACHER

.Determine learning objectives
.Check on availability of supplies and equipment
.Show class complete sample project
.Demonstrate step-by-step process
.Use media production log and assign specific tasks

PUPIL

.Select material appropriate for audience
.Know how to complete media log
.Understand simple production vocabulary e.g., storyboard, treatment, format

Listed below are two possible resources for production equipment and materials.

Valiant Instructional Materials Corp.
195 Bonhomme Street
Hackensack, New Jersey 07602
Phone toll free: 800-631-0867

Highsmith Company, Inc.
P.O. Box 25, Highway 106 East
Fort Atkinson, Wisconsin 53538

FORMAT CODE:

A = Audio

FS = Filmstrip

OH = Overhead

PH = Photography

MEDIA PRODUCTION ACTIVITIES IN THE CONTENT AREAS

LANGUAGE ARTS

LEVEL	EPISODE NUMBER	FORMAT CODE
1	1, 2, 9, 10	A, OH, PH
2	1, 2, 3, 6, 9, 10	A, OH, PH
3	1, 2, 3, 7, 8, 10	A, OH, PH

Objective: To apply communication skills (listening, speaking, reading and writing)

MATHEMATICS

LEVEL	EPISODE NUMBER	FORMAT CODE
1	6, 10	A, FS, OH
2	1, 2, 4	FS, OH
3	1, 2, 5, 6, 9, 10	FS, OH

Objective: To reinforce and apply mathematical skills

SCIENCE

LEVEL	EPISODE NUMBER	FORMAT CODE
1	4, 5, 6, 7	FS, OH, PH
2	6, 5, 8	A, OH, PH
3	1, 3, 4, 5, 9, 10	OH, PH

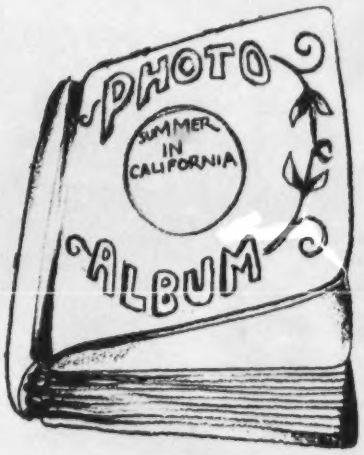
Objective: To apply scientific thinking and record experimental procedures

SOCIAL STUDIES

LEVEL	EPISODE NUMBER	FORMAT CODE
1	3, 5, 7, 9	A, OH, PH
2	All	A, OH, PH
3	2, 4, 5, 10	A, PH

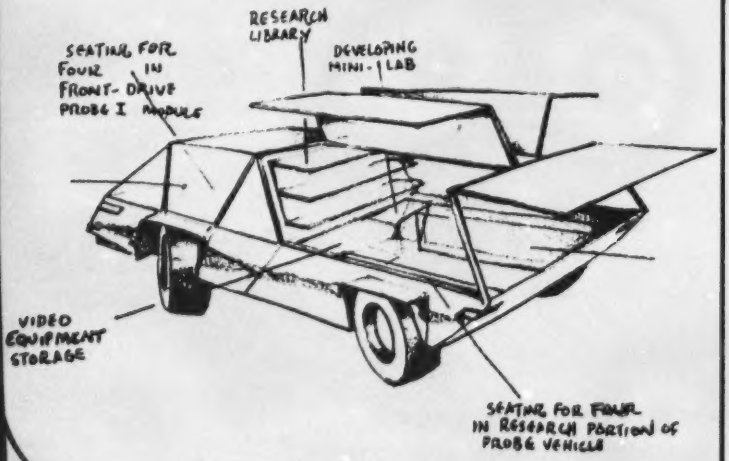
Objective: To apply skills, reinforce concepts, and record data related to geography, history and work-study skills

PHOTOGRAPHIC FORMAT FOR REALISM



OVERHEAD FORMAT FOR IDENTIFICATION AND ROLE MODELING

FILMSTRIP FORMAT FOR SPECIFIC LEARNING OBJECTIVES


RESEARCH LIBRARY
DEVELOPING MINI-LAB
SEATING FOR FOUR IN FRONT-DRIVE PROBE I MODULE
VIDEO EQUIPMENT STORAGE
SEATING FOR FOUR IN RESEARCH PORTION OF PROBE VEHICLE

Listed below is a possible resource for production activity.

Educator's Guide to Kodak Products (catalog)
Education Markets Services
Rochester, New York 14650